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ABSTRACT

Information is provided regarding the achievements of San Diego City College's (SDCC's) For-Trans Project, a series of activities designed to increase the number of minority students enrolled in transferable majors; increase project students' academic skills, level of academic preparation, and level of retention; provide career transfer guidance; increase faculty effectiveness; and improve support services for transfer students. Section I lists the services provided by the For-Trans Project, including the identification of candidates for transfer, an invitational introductory meeting for students and faculty, a meeting with faculty senate and selected department chairs, application workshops for students, financial aid workshops, individual counseling for transfer students, and seminars for specific college majors. Section II looks at the status of completion of the project's objectives. After section III indicates that there were no changes in the program that affected allocations, section IV lists ways in which the project has been institutionalized at SDCC. (AYC)

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THE FORD FOUNDATION

URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITIES PROGRAM

NARRATIVE REPORT

SAN DIEGO CITY COLLEGE

May 30, 1984

San Diego City College
1313 twelfth Avenue
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San Diego City College

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The Fortrans Project

A Ford Foundation Grant Program

THE FORD FOUNDATION

URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITIES PROGRAM

Narrative Report

May 30, 1984

This narrative report will follow the outline of the proposal in responding to your request for four key points in the order you listed them. It is spare, and so designed. Back-up data is included and additional is available if you wish to review in detail.

I. Achievements to Date

Our first task was to identify the candidates for transfer. The size of the pool was not known. The first activity for the project was to develop a computer program that would create a file from the District student data base using the following criteria: indicated interest in transferring, 2.0 G.P.A., enrolled full time, number of units completed, age, gender, ethnicity, and address. This file did not previously exist, and, therefore, has become baseline data from which future transfer activity can be measured.

There had never been a clear picture of this population and this yield was of considerable interest. Although over the years 40% of the students said they expected to transfer, about 2% did so. This was a great discrepancy. Fifteen hundred-plus students were selected by the above criteria. Some of them had not yet completed any units at San Diego City College, but they can be followed longitudinally and can be given special support this next fall. Even with the G.P.A. and full time enrollment stipulation, we had 1,000 more students than we had anticipated, even for the larger general transfer group of 500 proposed for service in the grant.

We, therefore, decided to invite them all to participate and to work with those who self-selected for the general transfer group. The 125 would be a combination of self-selection first, and special invitation to participate in activities they needed as the year progressed. The activities available with the number of participants is listed in chronological order of their offering.

A. Invitational Introductory Meeting, College Theater, November 17, 1983
Purpose: To kick-off the project to tell students and faculty of the activities and support available through the grant;

... To introduce leading academics and role models from

University of California at San Diego (Vice Chancellor Joseph Watson, a Black Chemist), San Diego State University (Assistant Dean Charlotte Yesselman, female, mathematics), and National University (Dr. Fred Huber, Dean of Students and retired community college president, psychology). We asked that they speak of their schools, their encouragement and their pride in the students who had come thus far;

... To provide small group discussion with admission staff after the meeting; and

... To obtain sign-in data from attendees including majors and proposed transfer schools, if known.

Evaluation: This event was extremely well received. Two hundred twenty-four attended, with people sitting in the aisles. It was well reported in the campus press and created campus community awareness and prepared faculty for a participatory role.

B. Meeting with Faculty Senate and Selected Department Chairs: This was done formally and informally by the faculty and counselor members of the For-Trans Committee as well as the project director.

Evaluation: Reasonably successful. Many faculty were encouraged by grant support and came forth to express their support.

C. Application Workshops: These were publicized campus-wide during the month of November, since this is the application month for the state college system and the university. Two hundred forty-six attended.

Evaluation: Good for students who attended. Not enough publicity and campus awareness.

D. Financial Aid Workshops: These were publicized campus-wide. (Three hundred fifty-eight attended) These were deemed critical since many students were unfamiliar with the long lead times required to receive aid in the four year schools and the intricacies that can cause delays in funds for correcting mistakes.

Evaluation: Good for students who attended. Not enough publicity and campus awareness.

E. Individual Counseling for Transfer Students: This service received special emphasis in the counseling department. Materials were developed by the For-Trans counselor to strengthen counseling of others in the department.

Evaluation: This service and the transfer materials developed are one of the significant strengths of the program.

F. Invitation for the Local Private Schools to Spend a Morning on Campus. United States International University, Point Loma College, and the University of San Diego sent admissions/outreach staff. Six students attended.

Evaluation: We will do this differently in the future. They will be included in the initial kick-off so that there will be large group exposure. Students who would not consider the private schools because of expense could well consider them if they understood the financial aid structure. The private schools locally are interested in our students.

G. Seminars by Major:

Date	Subject	Number Invited	Number Attended
Mar. 15	Engineering	28	55
Mar. 20	Business	60	27
Mar. 27	Telecommunications	18	20
Apr. 3	Computer Science	17	32
Apr. 10	Pre-professional	182	11
	Totals	305	145

Evaluation: These were very well received and well attended, and were a tangible way in which City College faculty and four-year faculty representatives could work with students in their disciplines, and with one another. These were well publicized to the campus community. (The students who attended beyond the number invited in some instances reflected faculty encouraging the students to attend.)

The reorganization of the campus articulation committee to include instructional representation will reinforce this movement toward faculty articulation and the better awareness of City College faculty of four-year expectations. This had been a fallow aera for many years. Counselors and evaluators had been carrying the burden alone.

Our project evaluator, Carol Zippert, came during this sequence. Her arrival helped us in several ways: (See Mrs. Zippert's agenda).

...Her review plan called for meetings with faculty, staff and students. Organizing her agenda provided a vehicle for updating and involving the faculty in particular and the subsequent press coverage informed the campus community.

...The inability of the District to meet the balance of the Guidance Information System cost beyond that chargeable to City College under the Ford grant budget was established during this visit. The President of the College, upon review, agreed to meet the balance of that need ($2,700) from his discretionary funds and the order was initiated. The service will be available June 1, 1984 and the following year until June 1, 1985.

...The evaluator encouraged us to clarify our focus on the 125 For-Trans target group.

The schedule of events for Spring began to overlap with major seminars, testing, and counseling packet information development going on concurrently.

The testing component was provided through two faculty offering the opportunity to take the test in three large required classes with unduplicated head count. Two hundred fifty were tested. One hundred twenty-five are identified as participants in the For-Trans core group.

For the month of June, our plan is to recruit the students with the most active project history. One hundred twenty-five shall be invited for an interview with one of three members of the project team, the faculty member, the project director, or a counselor. A complete transfer packet will be given each student and reviewed for understanding and check-off. The interview will offer them a discussion of Guidance Information System data in relation to their objectives, an opportunity to evaluate where they are in the transfer process, how the project could assist them, and an opportunity to secure a personal appointment with a four-year sponsor partner prior to fall enrollment.

After June Data Collection

This summer, we shall summarize our available data on G.P.A. and retention for For-Trans students. The need to produce data according to the project format has demonstrated how data poor we are, particularly in terms of the University of California student flow model. For example, we find that our data is not available by number of units completed in relation to other transfer data. Further transfer data is only available from the four-year schools and there is an information lag of six months after the fall semester begins. In the future, the three segments of higher education need to coordinate and standardize data collection. Any attempts to measure number of applications 1983-84 vis-a-vis previous year is not yet known. Our ability to write programs to get our in-house project data is slow. Research assistance as well as programming and data entry time will be a part of any future For-Trans project team.

II. Achievements vs. Objectives

Student Objectives	Status of Completion
...to increase the number of minority students enrolled in transferable majors	...data not yet available until fall 1985
Increase project students'	
...academic skills	...faculty met with students in "major" seminars.
...level of academic preparation	...students received individual counseling regarding transfer courses and upper division expectations.
...level of retention	...data to be reviewed by summer 1984
Guidance Information System will provide career transfer guidance	...long range, faculty up-grade by articulation with four-year colleges/ universities - available June 1984.

State Development Objectives:	Status of Completion
...increase faculty effectiveness	...the quality and quantity of transfer information to faculty was increased significantly; this is a college priority. Articulation involvement by faculty is increasing.
...to increase effectiveness of faculty in retention	...review selected grade list vis-a-vis For-Trans students 1983-84, 1984-85. Will provide feedback to faculty.
...actual workshop training for faculty	...direct training not accomplished. Faculty participated actively in student major workshops with faculty from four-year schools.
Support Services Objectives:	
...to improve coordination of services for students by articulation.	...expanded and reorganized the articulati committee to include faculty, instructional deans, as well as student service personnel.
...coordination of transfer activities	...good - more activities than ever before on transfer objectives and how to be successfu. Increased the visibility of the transfer program on campus and in the community.
...counselor development	...information and training regarding transfer options.
...Partners Program	...to be accomplished by Fall 1984. Initial plans made with University of California at San Diego and San Diego State University.
	...The SOAP (Student Opportunities and Access Program) has contributed identifiable student partners and staff support to assist For-Trans.

The great needs we experienced which we had not anticipated were the need for basic information to students, the lack of student data, and the length of time a new project requires as we tread the path for the first time. The paucity of information to students as well as information about students became apparent as we tried to organize a viable system to aid students in their transfer objectives. The transfer function and the attendant information showed the years of neglect as vocational programs were emphasized. The project renewed sufficient interest and concern so that "transfer" is truly a viable activity.

III. Essentially there were no changes in the program which affected allocations. The College has supplemented supply and postage monies as well as provided more staff support than had been anticipated.

IV. Institutionalization

...The local four-year institutions will now have more information about our minority transfer students than was ever available before. We have requested information release forms which permit us to share our students' transfer intent with the area four-year colleges.

...Articulation is in place.

...An identifiable For-Trans counselor and Transfer Center have been created by the project. This will continue.

...Guidance Information System counseling and transfer information tools have been developed.

...The ability to identify the transfer pool with its attendant subsets is now a working tool.

...With an identifiable cohort of students, we now can collect longitudinal data on retention, academic progress, G.P.A., transfer rate, and graduation from a four-year institution. The Pace and Astin profiles will give an institutional and student profile of characteristics that enhance transfer.

Pride in having received the Ford grant has activated faculty, student, District and community interest. Secondary and university staffs have initiated contact with us to participate more actively in increasing transfers. We have been able to be more assertive and visible in creating opportunities for exchange at all levels.

We are most appreciative.

San Diego City College

1313 Twelfth Avenue. San Diego CA 92101 (619) 230-2400

The Fortrans Project

A Ford Foundation Grant Program

AGENDA

DAY I - MARCH 20, 1984

TIME	INDIVIDUAL	CONFIRMATION
11:30-12:15	Lunch with project director and key project people:	
	* Mrs. Mary Decker, Director	Confirmed
	Dr. John Geddes	Confirmed
	Mrs. Gloria Heredia	Confirmed
	Dr. Arthur Jackson	out of town
	Ms. Patsy Maes-Erickson	Confirmed
	Mr. Cruz Rangel	Confirmed
	Ms. Judy Stamm	Confirmed
	Purpose: To review the project, the overview, program knowledge about the project.	
12:15-1:00	Meet with Articulation Committee, Faculty Dining Room (Members- you may bring your lunch if you wish)	
	Mrs. Debbie Dale	Confirmed
	Dr. John Geddes	
	Ms. Patsy Maes-Erickson	
	Mr. John Markley	Confirmed for about 12
	Mr. Frank Nickerson	
	Mr. James Richardson	
	Mrs. Mary Decker	Confirmed
	(*Judy Stamm will escort Ms. Zippert to her next appointment.)	
1:00	For-Trans Meeting for Business Transfer Students Room M-101	
	Ms. Anna Newton, Assistant Dean for Student Affairs, College of Business, San Diego State University	Confirmed
	City College Faculty	
2:30	Meet with President and his Cabinet, Room D-101	
	President - Dr. Allen Repashy	Confirmed
	Members: Dr. James Hilsgen, Dean of Instructional Support Serv.	
	Mr. Peter Ottaviano, Management Services Officer	
	Mr. James Richardson, Dean of Instruction	
	Ms. Dora Valenzuela, Affirmative Action Officer	
	Ms. Merleen O'Connor, Campus Communications Officer	
	* Mrs. Mary Decker, Dean of Students	

*Please escort Ms. Zippert to her next appointment

DAY I - Continued

3:30-4:30 * Meet with Dr. John Geddes, Counseling Chairperson, A-115, to meet counselors and observe.---------- Confirmed

4:30-5:15 * Meet Dean Marcelino Cuellar, Dean of Student Affairs, and student representatives from student government, athletics, and honors program - Student Center, Room S-3 ---------- Confirmed

5:15-6:15 Meet with Mr. Cruz Rangel, Financial Aids/EOPS --- Confirmed
* Director and Mr. Frank Echevarria, Admissions and-- Confirmed Records Supervisor in Student Center, Room S-1, Mr. Rangel's office.
Purpose: To gather information on placement and financial aid procedures for incoming students.

6:15 - 7:30 Dinner in the College Dining Room with
* Dean of Students (Mrs. Mary Decker), college representatives/committee members, students, and campus communications officer/journalism instructor:
* Mrs. Mary Decker, Dean of Students ---------- Confirmed
Mrs. Patsy Maes-Erickson, counselor---------- Confirmed
Ms. Judy Stamm, instructor---------- Confirmed
Mrs. Gloria Heredia, Counselor---------- Confirmed
Dr. John Geddes, Counseling Chairperson ---------- Confirmed
Mr. Cruz Rangel, Financial Aid Director --------- Confirmed
Dr. Arthur Jackson, EOPS Counselor---------- out of town
Ms. Merleen O'Connor, Campus Communications Director/instructor---------- Confirmed
Six Transfer Students: Wanda London, Margaret Ruggiero, and Salvador DeLaTorre, Craig (Edward) Hendricks, Louis Ayala,
Two Journalism Students: Olivia Gonzales, Loi To, Elvin Harrison

7:30 -8:30 Visit to include Mr. Michael Charles, Associate --- Confirmed Dean of Instructional Support Services, to view Library, and Micro-Learning Center.

DAY II - MARCH 21, 1984

8:30-9:00 Meet with Dean James Richardson, Chief Academic Officer, "E" Building ---------- Confirmed

9:00-10:00 Meet with Academic Program Representatives(Dining Room)
Dean Macauley (Business) Dean Wilson (Math & Phys Sci)
Dean Gelles (Health & Life Sci) Dean Carlson (Technical & Graphic Occup.)
Assoc.Dean West (Phys. Ed.)
(Conf) -- Dean Saldivar (Soc. Sci) Dean Frisk (Trade & Industrial) (Conf)
Assoc. Dean Gray (Humanities)

10:00-10:30 Observe College Day - Gorton Quad

10:30-11:00 Meet with Ms. Gwen Enright, ---------- confirmed Director of Developmental Skills Program Room L-127

* Please escort Ms. Zippert to her next appointment

DAY II Continued

11:00-12 Noon	Meet with Directors of Key Career Sequence Programs- Representatives from : (Meet in Faculty Dining Room) Business Engineering Telecommunications Pre-Professional Humanities/Social Science Career Center (Ms. Lesah Beckhusen)
12:00-1:30	Lunch in Faculty Dining Room with representatives of linking institutions: Ms. Nancy Sprotts, Director of Admissions, San Diego State University----------Confirmed Mr. Cruz Rangel, Director of Financial Aid/EOPS, San Diego City College---------- Mr. Alex Handgis, Director, Guidance Service Dept. San Diego City Schools----------Confirmed Ms. Penny Edgert, Director of SOAP (Student Opportunity and Access Program)----------Confirmed Ms. Gwen Cooper, Admissions, University of California, San Diego---------- * Mrs. Mary Decker Dean of Students, San Diego City College----------Confirmed Purpose: To determine level of cooperation between the institutions, identify areas of collaboration and obstacles. Focus on particular problems of low-income minority students.
1:30-2:30	Meet with the institutional data representative, Ms. Paddy Huie----------Confirmed Mr. Peter Ottaviano, Management Services Officer, representing Dr. James Hilsgen, Grants Person-- Mrs. Mary Decker, Project Director----------Confirmed Meet in Mrs. Decker's office, Room A-111.
2:30-3:30	Free time to review and compare notes.
3:30-4:00	Meet with College President, Dr. Allen Repashy in his office, Room D-103----------Confirmed Purpose: To determine level of interest, involvement, and support.
4:00-5:00	Meet with Mrs. Mary Decker, Project Director--------Confirmed in Room A-111 to review the visit.

*Please escort Ms. Zippert to her next appointment.

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